

Ashley College Curriculum 2023-24		Subject: ENGLISH					Teacher: Caroline O' Gara	
Groups	Brief/ Heading from subject LTPs						Subject Intent	Syllabus/ exam board qualification Suggested reading/text books
	Autumn 1	Autumn 2 HUMAN DIGNITY	Spring 1 LOVE & CONFLICT	Spring 2 LOVE & CONFLICT	Summer 1 POWER & POWERLESSNESS	Summer 2 SELF- EXPRESSION		
KS3	***Changes for 2023-24 in purple							
	<p>Literature Poetry Across Time</p> <p>A Poison Tree by WILLIAM BLAKE (1757–1827) Ozymandias by P B SHELLEY (1818) Wherever I Hang or Hurricane Hits England by GRACE NICHOLS (1950-) Quickdraw by CAROL ANN DUFFY (1955 -)</p> <p><i>Understanding the main ideas in the poems.</i></p> <p><i>Comparison, analysis of language and structure.</i></p> <p><i>Independent student Interpretation and responses.</i></p> <p>Context</p> <p>(Lt-AO1) (Lt-AO2) (Lt-AO3)</p> <p>Bridge to GCSE – Literature: Paper 2</p>	<p>LANGUAGE Writers' views and perspectives – reading and producing discursive texts</p> <p><i>Synthesis of texts & inferential skills (Lg-AO1)</i></p> <p><i>Comparison of writers' ideas and perspectives (Lg-AO3).</i></p> <p><i>Comparison of writers' methods to convey meaning/s (Lg-AO3).</i></p> <p>Bridge to GCSE- Language Paper 2</p>	<p>Literature Shakespeare Romeo and Juliet</p> <p><i>Understanding of main themes, ideas, character.</i></p> <p><i>Critical response.</i></p> <p><i>Personal interpretation and response.</i></p> <p><i>Use of quotation and reference to text to support interpretations in closed book conditions.</i></p> <p><i>Analysis of language</i></p> <p>Context</p> <p>(Lt-AO1) (Lt-AO2) (Lt-AO3)</p> <p>Bridge to GCSE- Literature</p>	<p>Literature Shakespeare Romeo and Juliet</p> <p><i>Understanding of main themes, ideas, character.</i></p> <p><i>Critical response.</i></p> <p><i>Personal interpretation and response.</i></p> <p><i>Use of quotation and reference to text to support interpretations in closed book conditions.</i></p> <p><i>Analysis of language</i></p> <p>Context</p> <p>(Lt-AO1) (Lt-AO2) (Lt-AO3)</p> <p>Bridge to GCSE- Literature</p>	<p>LITERATURE: Novel: TBC for Summer 2024 (GCSE novel)</p>	<p>LANGUAGE Reading</p> <p><i>Explorations in creative reading</i></p> <p><i>Identify and interpret explicit and implicit information and ideas (Lg-AO1)</i></p> <p><i>Analysis of how writers use Language and Structure (Lg-AO2)</i></p> <p><i>Critical Evaluation (Lg-AO4)</i></p> <p>Creative Writing</p> <ul style="list-style-type: none"> • Use extracts from novel as a stimulus • Outdoor learning: use of garden as a resource <p><i>Features of writing to Describe.</i> <i>Use of sentence Structure and Punctuation for impact</i> <i>Emphasis on crafting writing.</i></p>	<p>We aim to enhance our pupils' understanding and appreciation of literature throughout the ages and to develop the skills they need to read, understand and analyse a wide range of different fiction and non-fiction texts and to write clearly.</p> <p>We aim to ensure that KS3 provides a bridge to GCSE; and across all the key stages, we promote oracy skills.</p> <p>Our English curriculum combines language and literature to give all our students the opportunity to experience the joys of reading literature and find out how language works and to ensure they are prepared for their transition back to mainstream and post 16 education. As all of our students have medical needs, we are conscious of the emotional and psychological benefits of studying literature. We also know that both language and literature increase their cultural capital and capacity for critical thinking. We aim to ensure that our core texts in literature are used as a spring board to develop the students' responses to reading and writing and are to tool to explore universal themes and alternative viewpoints to reflect the diversity of our society and the world we live in.</p>	<p>National Curriculum</p> <p>Young adult fiction by the following authors are recommended: <i>Neil Gaiman</i> <i>John Green</i> <i>Philippa Gregory</i> <i>Ali Lewis</i> <i>Beverley Naidoo</i> <i>Patrick Ness</i> <i>Philip Pullman</i> <i>Meg Rosoff</i> <i>Marcus Sedgwick</i></p>

Cross Curricular References		<p>Science Variation for survival</p> <p>Differences between the species</p> <p>The importance of maintaining biodiversity</p> <p>Link to diversity in poetry texts</p>	<p>PSCHE Texts about girls in 19th and 21st centuries. Sexualisation of girls in beauty pageants links to sexual equality between boys and girls in PSCHE.</p>	<p>PSCHE KS3 - Romeo and Juliet: Discussion of 'age of consent' links to topic about reproduction in Science and laws around 'consent in PSCHE</p> <p>Science Motion of earth in space – what people believed about the Earth the 1500s? Elizabethan period – time of exploration</p> <p>Biology: Our health and the effect of drugs The effects of 'recreational' drugs -link with drug taken by Juliet.</p>	<p>PSCHE KS3 - Romeo and Juliet: Discussion of 'age of consent' in PSCHE</p> <p>Rep Moral Dilemmas (Spr 1)</p> <p>Begin to appreciate the difficulty in making moral decisions. R & J decision to get married without parental permission</p> <p>Modern Day Leaders – Sum 1. Understand the qualities that make a good leader. Does the Prince in R & J show leadership qualities?</p> <p>Drama Gestures, Expressions (Facial and Vocal) Movement and Space. Looking at this in productions of R & J. Hot seating in lessons.</p> <p>Biology: Our health and the effect of drugs The effects of 'recreational' drugs - link with drug taken by Juliet.</p>	<p>PSHE Mental health and emotional wellbeing (more detail to be added)</p> <p>Rep Be able to fit an individual's actions into the context of their culture. Looking at characters' actions in short stories and how they relate to the context of their culture.</p>	<p>Maths A1 - shapes and measures. Link with /use this vocabulary in descriptive writing</p> <p>Science Use scientific words in descriptions,</p> <p>Art (Yayoi Kusama, Bridget Riley) Language of colour & pattern in descriptive writing.</p>	
		KS4	Yr10	<p>Literature & Language Unit 1: Shakespeare: Macbeth</p> <p>AO1: Critical response to text Use textual references</p> <p>AO2:</p>	<p>Literature & Language Unit 1: Shakespeare: Macbeth</p>	<p>Literature & Language Unit 2: Modern prose and drama: An Inspector Calls</p>	<p>Literature/Language Unit 2: Modern prose and drama: An Inspector Calls</p> <p>Co-teach with Paper 2: Writers' views and perspectives –</p>	<p>Literature/Language Unit 1: 19th Century novel: Jekyll and Hyde Paper 2: Writers' views and perspectives: Discursive writing.</p>

	<p>Analyse the language, form and use subject terminology:</p> <ul style="list-style-type: none"> • Sonnet form • Iambic pentameter • Tetrameter • Symbolism • Imagery • Motifs • Tragedy • Rhyming couplets • Blank verse <p>AO3: Themes/Ideas: False appearance Power and ambition Kingship Masculinity V Femininity Guilt Context: Divine right of Kings The supernatural</p>	<p>Paper 2: writing Discursive writing. Form: letter, Purpose: explain, argue, persuade</p> <p>Writing to present a point of view.</p> <p>Planning within a time limit.</p> <p>Proofreading /accuracy.</p> <p>(Lg-AO5) (Lg-AO6)</p>		<p>Reading non-fiction texts</p> <p><i>Form: letter, Purpose: explain, argue, persuade</i></p> <p><i>Writing to present a point of view.</i></p> <p><i>Planning within a time limit.</i></p> <p><i>Proofreading /accuracy.</i></p> <p>(Lg-AO5) (Lg-AO6)</p>	<p>Spoken Language:</p> <p><i>Skills of presentation with emphasis on planning, self and peer evaluation.</i></p> <p>(Lg-AO7) (Lg-AO8) (Lg-AO9)</p>		<p>Modern Classics: Dracula by Bram Stoker To Kill A Mockingbird - Harper Lee A Farewell to Arms – Ernest Hemingway The Great Gatsby - F. Scott Fitzgerald Not Without Laughter by Langston Hughes Go Tell It On A Mountain by James Baldwin If Beale Street Could Talk by James Baldwin Animal Farm or 1984 - George Orwell Catch 22 – Joseph Heller The Catcher in the Rye – J.D. Salinger The Color Purple – Alice Walker Anita and Me – Meera Syal Atonement – Ian McEwan Birdsong – Sebastian Faulks The Book Thief – Markus Zusak The Curious Incident of the Dog in the Nighttime – Mark Haddon Refugee Boy – Benjamin Zephaniah The Road – Cormac McCarthy Shadow of the Wind – Carlos Ruiz Zafón White Teeth – Zadie Smith</p>
<p>Cross Curricular References</p>	<p>Citizenship (Autumn 1) Politics and participation - link with government control over the individual in 1984 & civil rights.</p> <p>Art: Art annotations- analytical skills similar to analysis in response to extracts from texts.</p>	<p>Art (Autumn 2) Surrealism (Magritte, Dali, Tanguy). Possibly use these images for creative writing in English.</p> <p>Science (Spring 1) Plants, photosynthesis, systems in the human body) Descriptive writing</p> <p>Drama: Spring 2 Use of body language to convey meaning about character</p> <p>Drama: Summer 1 Reading a script and looking non-linear narratives</p>	<p>Maths (Spring 1) Averages and range in Spring 1: refer to when looking at figures related to child mortality, death, poverty statistics (texts about poverty and inequality in society)</p> <p>Science: Spring 1 Lifestyle and health</p> <p>Science: Summer 2 Preventing treating curing disease, drugs and vaccines.</p>	<p>Food (Spring 2) Food from around the world. Explain ways to economise when cooking at home. Refer to details in food on sale at fairs. Contrast with diet in 19th Century Britain</p> <p>PSHE (Summer 1) Sex education – relate texts on crime (e.g. against women) to texts about crimes.</p>	<p>PSHE (Summer 2) Living in the wider world</p> <p>Work Experience</p> <p>Evaluation of work experience and readiness for work Link with writing a letter.</p> <p>Science (Autumn1) Moral issues</p> <p>Food: Summer 1 Ethical factors in food choices. Could use in non-fiction writing tasks.</p> <p>Drama: Autumn 1 & 2 Moral dilemmas: arguing for and against. Use these skills in writing to argue.</p>	<p>PSHE (Summer 2) Living in the wider world</p> <p>Work Experience – link with spoken language</p> <p>Citizenship Active citizenship – link with spoken language</p> <p>Drama: Spring 1 Speaking skills linked to careers</p>	

	<p>Yr11</p>	<p>Literature & Language Poetry Anthology – 15 poems</p> <p>Cluster: Power and conflict</p> <p>Themes:</p> <ul style="list-style-type: none"> • Human power and corruption • The power of nature • War and conflict • Oppression and inequality • Memory and loss • Identity 	<p>Revision of literature texts: Macbeth, An Inspector Calls, Jekyll and Hyde</p>	<p>Spoken Language NEA Controlled Assessment</p> <p><i>Skills of presentation with emphasis on planning, self and peer evaluation.</i></p> <p>(Lg-A07) (Lg-A08) (Lg-A09)</p> <p>English Language Paper 2: Writers' Views and perspectives</p> <p><i>Writing to present a point of view.</i></p> <p><i>Planning within a time limit.</i></p> <p><i>Proofreading /accuracy.</i> (Lg-A05)/(Lg-A06)</p>	<p>Language Paper 1 & 2:</p> <p>1.Explorations in creative reading & writing.</p> <p>2.Writers' Views and perspectives</p> <p>Texts about surfing: Texts about snow</p> <p>Writing – revision Paper 1: Write to describe, narrate</p> <p><i>Crafting writing.</i></p> <p><i>Writing in timed conditions.</i></p> <p><i>Accuracy.</i> <i>Proofreading.</i></p> <p>(Lg-A05) (Lg-A06)</p> <p>Paper 2: Write to explain, argue & persuade</p>	<p>Exams & further revision (past papers)</p>	<p>Exams</p>		
	<p>Cross Curricular References</p>	<p>Science (Y10 -Summer 1) & Y11 Aut 1) Electromagnetic spectrum and use of different waves</p> <p>PSHE: Spring 1 Parental relationships</p> <p>Science: Y10 Aut 2 Energy</p> <p>Maths: Spring 2 Statistics about natural disasters</p> <p>Science command word: Classification – naming/identify/analyse evaluate</p> <p>Maths command words: Identify</p>	<p>PSHE Living in the wider world - careers</p> <p>College application process Skills for employment and career progression – Spoken language skills</p> <p>Citizenship Section B: Rights and responsibilities</p> <p>Science command word: Explain</p> <p>Science topics: Genetic engineering Cloning Global warming & link to carbon footprint. (Spr 1)</p> <p>Food: Fair trade (Y9 – Sum 2)</p>	<p>PSHE Living in the wider world – careers (Aut 2)</p> <p>College application process -Spoken language skills</p> <p>Maths: Graphs & statistics to aid Spoken Language presentations. (Spr 2)</p> <p>Science: Ongoing presentations in class.</p> <p>Drama: Public speaking and looking confident – tips on how we present ourselves (Spr 1)</p>	<p>Maths: Vocabulary related to shapes and measuring (Spr 1) for describing in Paper 1.</p> <p>Science: Vocabulary related to shapes (Sum 1) for describing in Paper 1.</p> <p>Maths: (Spr 2) Reading time in Maths – linked to planning within a time limit.</p> <p>Food (Spr 2) Planning timings of recipes</p> <p>Drama (Spr 2)</p>				

			Genetic engineering (Y10 – Sp2)		Describe and interpret stage pictures					
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